

with a series of tests designed to measure the qualities thought to be necessary for success as efficiency engineers. Other workers since have more fully demonstrated the reliability of the Trabue scales as a measure of intelligence closely related to general intelligence. The rather high coefficient of correlation ($r .66$) reported here may then be taken (reasoning the other way around) to indicate that the selection and classification of the pupils in the ungraded room is fairly efficient. The author believes that other cautious superintendents may wish to resolve some of the doubts they now entertain as to the basis in mental testing of the ungraded rooms they have established, or are establishing, in a somewhat similar manner.

In partial explanation of the generally higher level of the mental ages found by the Point Scale, it might be added that an examination of the detailed records of pupils on the several tests shows that every case, except case eleven, tends to do a little less well where the test requires most language ability, and best where most thing-thinking is required. This tendency is extremely well marked in cases 4, 8, and 10, and re-enforces the familiar recommendation of hand work, and more hand work, for the pupil in the ungraded class.

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REPORT OF NEW CASES AND MORE RELIABLE AGE NORMS OF INTELLIGENCE BY THE POINT SCALE FOR THE BLIND

Since the publication of *Mental Measurements of the Blind*, (Psychological Monographs, Number 89, April, 1916), a number of blind pupils in the state schools of Ohio and Kentucky have been rated by the Point Scale for the Blind.

Instead of the scores of only seventy-eight persons either totally blind or with such defects of vision that none could see the small (one inch) black wooden cubes used in weight discrimination when placed before him on white paper on the table at which he was sitting, I now have scores of one hundred and sixty such persons. Furthermore, the numbers of VII, VIII, and IX year-old children are greatly increased, a point of serious defect in Table II of the Monograph.

The Table of Scores, Table I, page 147, of the *Journal of Educational Psychology* for March, 1916, included scores of each pupil in the original mental survey of the Ohio State School for the Blind whose vision was too poor to enable him to be fairly tested by the Yerkes-Bridges Point Scale. Their visual acuity was not equal to

POINT SCALE SCORES. ONE HUNDRED AND SIXTY BLIND PERSONS WITH VISION TOO POOR TO SEE BLACK WEIGHT-DISCRIMINATION CUBES ON WHITE PAPER ON TABLE AT WHICH PERSON WAS SITTING. JULY 1, 1918

1	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII	XXIII
	18	21	7	25	7	15	12	47	38	16	40	46	61	53	78	59	66	
		24	8	28	28	21	14	60	53	39	57	74	76	76	80	61	70	
		26	11	29	35	46	37	60	68	61	65	78	81	87	81	73	93	76
		28	12	34	36	47	44	64	74	62	69	83	87	90	84	83	97	81
		29	19	36	42	57	47	73	78	65	74	85	88	94	91	89	98	
		38	27	41	44	59	48	76	83	66	80	89	92		97	90		
		38	29	46	45	59	53	77	85	74	86	93	94		99	91		
		43	34	47	49	59	58	90	87	87	87		95			93		
		44	34	52	49	69	64		90	88	96							
		50	34	55	52	83	81		91	90								
			35	55	59	87	87		93	90								
			39		62		88											
			40		64													
			49		67													
			51		68													
			52		72													
			53		73													
2	18	33	34	41	49	59	50	68	83	66	74	83	87	87	84	86	93	
3	VI & VII 29		VIII & IX 34	X & XI 58	XII & XIII 60	XIV & XV 76	XVI & XVII 79	XVIII & XIX 87							XX & XXI 84			
4		34		46		57		76		71		85			85		89	
5		44	52	49	62	59	81	68.5	90	87	86.5	80.5	88	88.5	86	86.5	93	78.5

(1) Age nearest birthday when tested. (2) Medians 160 scores. (3) Medians by two year periods 160 scores. (4) Medians by two year periods 160 scores. (5) Medians by scores of 78 persons of Table II page 26 Monograph.

seeing the *pictures* well. But many of these persons could see the blocks quite well enough to perform the Knox Cube Test with no handicap. Such persons have different mental furniture from those who can merely see light and from the totally blind.

These new distributions of scores of the larger number of really blind pupils, which also reach down into the seventh year of life, with strength, give rise to a series of tentative norms which, from the numbers and distribution, are entitled to supplant all earlier presentations.

To the seventy-eight cases of Table II, page 26, *Psychological Monograph*, No. 89, the following additions have been made. Examiner, school, and date are given in each case.

Twenty-six	cases	T. H. Haines, Ohio State School for the Blind.....	Feb. 1916
Eleven	"	(11) T. H. Haines, Ohio State School for the Blind..	Dec. 1916
Thirteen	"	(13) Miss A. C. Bowler, O. State Sch. for the Blind..	Jan. 1917
Twenty-two	"	(22) T. H. Haines, Ken. Inst. for the Blind.....	Feb. 1917
Fourteen	"	(14) Miss A. C. Bowler, O. State Sch. for the Blind..	Fall 1917

The same test material, examination sheets, and method of administration and scoring of tests have been used as described in the *Monograph*. Also the same method of distribution of scores by age.

The medians are given, as the most reliable tentative norms, especially for small numbers.

To show the improvement in conformity with the curve expected, if this point scale is a measure of intelligence, the medians, by years, of the seventy-eight cases of Table II of the *Monograph* are given in the last line of the table.

Both the series of medians by two-year periods show the expected advance during the years which intelligence tests from Binet onward have shown to be the years of marked development of that we call intelligence, which is measured by such tests.

The best norms in points, for the scale, suggested by this work to date, are as follows:

Years of Age	Expected Points
VI	18
VII	33
VIII	34
IX	41
X	49
XII	57
XIV	76

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